DOCUMENT RESUME

ED 406 359 SP 037 251

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TITLE General View of Teacher Education Policies of Turkey.
PUB DATE 97
NOTE 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
PUB TYPE Historical Materials (060) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Change; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Rural Education; *Teacher Education Curriculum; *Teacher Education Programs; Urban Education
IDENTIFIERS *Turkey

ABSTRACT

This paper describes the teacher education system in Turkey. It includes an overview of the history of modern teacher education in the country and outlines the current system. The present system actually began in 1924 with the Law on Unification of Education when all schools in Turkey were brought under a Ministry of National Education. Pre-school teacher education began in 1915, even before the Republic of Turkey was established in 1923. The former teacher education system for primary level teachers had separate systems for urban and rural schools, and a village program that educated students to return to their home villages as teachers. In 1954, the system of separate village institutes were closed. The nation-wide training period for primary teachers was 6 years after primary education or 3 years after junior high school until 1971 when it was extended to 7 years after elementary school. In 1973, the National Education Basic Law mandated higher education for all teachers. As of 1996-97, there are 33 universities in Turkey with primary education departments. Current problems facing teaching and teacher education include: low salaries as compared to other degree-holding professions, curriculum that consists of mainly required courses with few electives; little use of educational technology in teacher education; maldistribution in teachers between urban and rural areas; poor infrastructure; and generally low budgets. (JLS)

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General View of Teacher Education Policies of TURKEY

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ABSTRACT

This paper explains different aspects of the teacher education system in Turkey. In order to develop a better understanding of the current status of teacher education, a limited historical literature review of various teacher education systems was conducted. Problems and obstacles which prevent the development of a coherent teacher education system are examined. Research and projects currently under study to improve the teacher education system are summarized. Suggestions to develop the alternative perspectives as well as direct and indirect remedies for these problems is discussed.

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GENERAL VIEW OF TEACHER EDUCATION POLICIES OF TURKEY

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INTRODUCTION

Taking into account that the role of capital accumulation in the development of the countries is 30%, and the role of knowledge, education and technology is 70%, the necessity of rearranging education which forms the basis for raising manpower needed by our country while preparing itself for to the twenty first century is an important item on the agenda. During the last few years, enhancing the quality of the education system is one of the subjects given high priority in Turkey. There are many new projects and research going on with the aim of developing the National Education System.

Some of the most comprehensive work in elimination of professional, social, psychological and financial problems of teachers in Turkey has been effected by the investigation committee founded in the Turkish Grand National Assembly to determine the problems of the members of the teaching profession. Commissions within the Ministry of National Education (MNE), Higher Education Council and existing teacher associations worked in collaboration with the Committee to find remedies for the troubles and provide the status teachers deserve within the community.

Depending on the work of the Committee the main problems were grouped under the headings below:

- Teacher education system,
- Improving social status of teachers,
- Removing personal problems of teachers,
- Improvement of the educational environment of teachers,
- Elimination of problems related to in-service training of teachers,
- Problems on employment of teachers.

The education system as a whole is under analysis, with the teacher education practices at the center of the evaluation. The Higher Education Council and MNE are working in collaboration to find the most appropriate ways of restructuring the system.

The purpose of this paper is to provide information about different aspects of teacher education system in Turkey. Historical perspective of the teacher education system during the Republican period, and the current teacher education system are explained. Problems, obstacles of the system, projects, and research going on to improve the system are explored. The last section discusses suggestions directly or indirectly related to the alternative remedies for these problems.

I- BRIEF REVIEW OF TEACHER EDUCATION PRACTICES: HISTORICAL PERSPECTIVE

In this section, teacher education practices for pre-school, primary and secondary education during the Republican Period are explained in a historical perspective.

"The Law on Unification of Education" dated March 3,1924 is an important turning point of the Turkish education system. The first radical arrangement in the field of education has been made by the "Law

on Unification of Education". With this law, unification of education has been ensured by attaching all the schools to Ministry of Education. This law mentioned that:

a) All educational and scientific institutions within Turkey are affiliated with the Ministry of National Education.

b) All schools as administered by the Ministry of Justice and Foundations or by private foundations, have been transferred and attached to the MNE.

c) Appropriations allocated to the schools in the Budget of the Ministry of Justice and Foundations shall be transferred to the Budget of MNE.

d) MNE shall establish a Faculty of Theology within the university to raise qualified theologists and open separate schools to educate officials to be responsible for performing religious services as imamate and preaching.

e) Budgets and teaching staff of military junior high schools and high schools under the Ministry of National Defense and of orphanages under the Ministry of Health have been attached to the Ministry of National Education.

f) Primary education will be compulsory for all citizens of both sexes and is free of charge in state schools

Beginning with this law, segregation between different kinds and levels of schools and teacher education programs was collaborated under the administration of single source Ministry of National Education.

A- Pre-school Level

Pre-school teacher education began in 1915, before the Republic of Turkey was established in 1923. At that time 138 teachers were teaching in kindergartens. The first "Mother Teacher School" was opened during 1927-1928 school year in Ankara. This two-year school accepted junior high school graduates. "Mother Teacher School" was then transferred to "Istanbul Girl Teacher School" in 1931, and two years later this school was closed.

In 1927-1928 school year, "Girl Institutes" were founded. In these institutes, elementary school graduates were given five years of training. The purpose of these institutes was to teach young girls how to be good mothers and housewifes. At the same time "Practical Girl Art Schools" were founded within these institutes as well as separated from these institutes. In those schools, general knowledge and skills were taught along with child care and education.

In order to provide teachers to those institutes and art schools, a three year "Girl Career Teacher School" was founded in the 1934-1935 school year in Ankara. In 1948, some changes had been made in the training curriculum of this school and the training period was increased by one year. With all these changes, a new name, "Girl Technical Teacher School" was given to this school. Therefore, responsibility of teacher education for pre-school level was given to teacher education schools.

With Primary Education Law #222, dated on January 5, 1961, pre-school education was included in primary school education as an option. With this law, new regulations have been made on pre-school teacher education.

In the 1961-1962 school year, education program of "Sewing and Child Care Department" with-in "Girl Technical Teacher Schools" was improved, and the name of the department was changed to "Child Development and Education". With these changes, students who graduated from this department had a opportunity to teach Child Development and Education in "Girl Institutes", as well as to work in kindergartens.

In 1967, the MNE decided to change "Girl Institutes" to "Girl Vocational High Schools". Also some changes were made on these school curricula, such as including pedagogical formation courses to the

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program. On the basis of this change, "Girl Vocational High Schools" served as teacher education schools for pre-school.

In the 1961-1962 school year, "Girl Vocational School" was founded in Ankara. The aim of the "Child Development and Education Department" of this school was to train child development and education teachers for "Practical Art Schools" and also to train pre-school teachers and administrators. In 1973, the name of this school was changed to "Girl Art Teacher School". At this time there were two "Girl Art Teacher Schools" in Turkey, one in Konya and the other in Ankara.

In 1973, with National Education National Law #1739, responsibilities for pre-school teacher education were given to higher education institutions. In the 1980-1981 school year, two year pre-school teacher under graduate degree programs were founded.

Since 1991, pre-school teacher education has had four year academic status. That new program aims to provide more qualified educators for the future.

In the past, pre-school teachers were trained by different sources, but today all teachers are trained by the "Kindergarten Teacher Education Departments" of Education Faculties.

B- Primary Level

Beginning with the 1923-1924 school year, radical changes in the teacher education system for primary level teachers were obvious. "Teacher Education Schools" with insufficient budgets, rigging and staff were united. During the 1923-1924 school year, the total number of "Teacher Education Schools" was 20 (13 for boys , 7 for girls).

Turkey is a country with a young population, and development gaps between rural and urban regions have been lasting. This affects the quantity and the quality of teachers needed. Deficits in the number of teachers and teaching staff at all levels, but especially at the primary level, and imbalance in their distribution is affecting the equality of opportunities and the quality in a negative way.

Efforts of different kinds have been made to prevent this problem. In 1926, with Law #1789, two types of teacher education schools were designed:

a) Primary Teacher Schools for urban

b) Village Teacher Schools for rural.

The goal was to train teachers who could compensate for the different demands of these regions. However, this practice was ended at 1930 when it became obvious that the procedure wasn't working.

Another important practice in the Turkish education system is the "Village Institutes". Beginning with the"Village Institutes and Skilled Experts Training Law" dated April 17, 1940 (Law #3803), "Village Institutes" were opened at different regions. The major characteristics of these institutes were as follows:

a) Students were village children who had graduated from primary school with high achievement grades.

b) Besides courses for teacher education other courses were taught.These included courses such as farming, and blacksmithing for boys, and courses such as home economics, nursing, and sewing for girls.

c) Students that could not be graduated as teachers were supported by skills needed for village life.

d) Schools were opened at regions appropriate for agriculture.

e) Productivity of the student, as a teacher and also as a leader equipped with different skills necessary to develop the life style in villages, was the most important aspect of education.

At 1948, the number of "Village Institutes" at different regions of Turkey was 21, and the trend continued untill 1954. With the Law #6234, all institutes for teacher education were unified as "Primary Teacher Schools", and the practice of "Village Institutes" was ended. The training period of "Primary Teacher Schools" was six years after primary education, and three years after junior high school. In the

1970-1971 school year, the training period of these schools was increased one more year to seven years after elementary school and four years after junior high school. Also some changes in curriculum allowed these students to use the opportunities of general high school graduates as to make horizontal and vertical passing to any college and university programs which they wanted to continue their higher education. This was an important decision in that it opened the opportunities of higher education for students that were graduated from "Primary Teacher Schools".

In 1973, with the "National Education Basic Law" (Law #1739), it was decided that all teachers must earn higher education degrees. In the 1973-1974 school year, "Primary Teacher Schools" were designed as "Teacher High Schools" and teacher education programs for primary education first level (primary schools) were transferred to two year "Education Institutes." The students who are graduated from these Institutes were employed as "Classroom Teachers." During 1976, the number of "Education Institutes" was approximately 50. In 1981, all the "Education Institutes " were connected to the Higher Education Council and became parts of Education Faculties.

With the Higher Education Council meeting dated May 23, 1989, it was decided that teachers, regardless of level they teach, must graduate from Education Faculties after completing four years of undergraduate education. The responsibility of training teachers for primary education was passed to the "Primary Education Departments" of Education Faculties, and the curriculum was increased from two to four years. For teachers who were graduated from two or three-year Education Institutes (before 1989), completion programs were organized by collaboration with Education Faculties of different universities.

In the 1996-1997 school year, there are thirty three universities in Turkey with Primary Education Departments.

C- Secondary Level

1- Branch Teacher for Junior High Schools: In 1926-1927 , the first "Middle Teacher School", with a training period of two years, was opened in Konya to train Turkish teachers for junior high school. Between 1927-1929, sections such as Pedagogy, Mathematics, Physics, Natural Sciences, History and Geography were added; the training period was expanded to 3.5 years and the name was changed to "Gazi Middle Teacher School and Training Institute". Between 1932-1948, Arts, Physical Education, Music, French, English and German sections were added to the Institute. During 1979-1980 school year the number of similar Institutes was eight (Ankara- Gazi, Izmir- Buca, Balikesir -Necatibey, Diyarbakir, Konya- Selcuk, Trabzon-Fatih, Samsun, Edirne, Erzurum-Kazim Karabekir) and the training periods for all of them were four years.

2- Branch Teachers for High Schools: One of the most important institutes in teacher education practices, especially for training branch teachers for high schools is " High Teacher Schools." Beginning with Darulmuallimin-i Aliye (1891) these schools have a history that went up and down. After the revolution in 1923, there were only 513 high school teachers. Untill 1954-1955, "Istanbul High Teacher School" was the only source for high school branch teachers. Similar schools were opened in Ankara (1959) and Izmir (1964), but because of the student acceptance criteria of the schools and the increasing necessity for high school teachers, the submission was never enough to close the gap.

"High Teacher Schools" changed structure as "Education Institutes" undertook the mission of branch teacher education for secondary level. The responsibility of training branch teachers for secondary schools was given to related departments of Education Faculties in 1981. Since this period, students graduated from different departments of Education Faculties (example: Physics Education, Social Science Education, Literature Education, Foreign Language Education, etc.) and also students of Science-Literature

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Faculties (after completing the required pedagogical formation certificate) are hired as high school teachers in related subjects.

II- CURRENT TEACHER EDUCATION SYSTEM

This section discusses the role of universities and MNE in teacher education, the current teacher education system, and in-service teacher education practices.

A- Responsibilities of Universities and MNE in Teacher Education

Teachers were trained by education schools under the Ministry of National Education (MNE), and in faculties of universities, until the responsibilities concerning teacher education were transferred to universities with the Higher Education Law, dated 11.06.1981, #2547. Universities organize congresses to search for the enrichment and improvement of teacher education. The MNE grants scholarships for students who are placed at teacher education divisions, to provide qualified student input into teaching profession, and further, work on the improvement of teachers' economic and social status. Through the cooperative work of the MNE and the universities, teachers who are graduates of "Teacher Education High Schools" are offered opportunities to continue their education and receive associate degrees, and teachers with associate degrees can receive graduate and post-graduate degrees in the same way. This work has shown its effects in the short term, and the entrance points (points achieved on the Student Selection and Placement Examination) required for acceptance to faculties for classroom and subject teachers have increased.

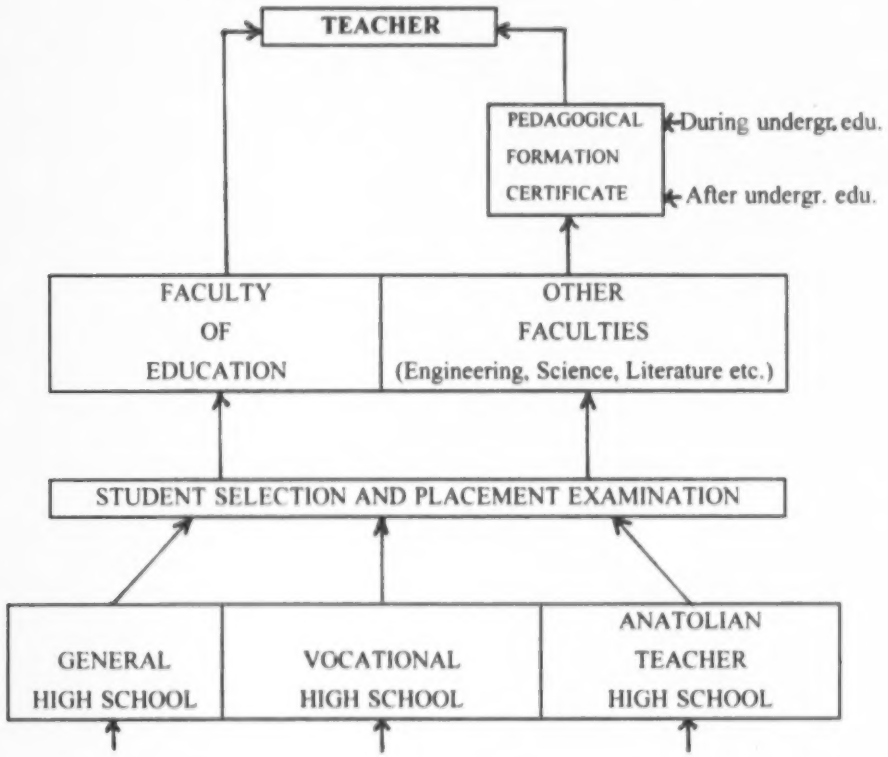
Under this policy, work done for defining and enhancing the quality of teaching profession is as follows:

1. Teaching is a profession which requires special expertise, and the undertaking of duties related to education and training, and relevant administrative duties of the state.
2. Teachers perform their duties in conformity with the objectives and principles of the Turkish National Educational.
3. Curriculum prepared for the teaching profession covers knowledge and skills in general culture, special field education, and pedagogical formation.
4. All teachers are to receive higher education degrees (graduate degrees) regardless of the education level they teach at, and such education allows them to make horizontal and vertical transfers at the graduate and post-graduate levels.
5. Teachers are elected by MNE from among the graduates of higher education institutions that train teachers and among the graduates of higher education institutions abroad equivalence of which are accepted.
6. Election of the teachers to be assigned at different types of schools from among candidates with various educational backgrounds, election of teachers to be assigned in the administrative and inspection mechanisms of education, and in-service training of staff are arranged in accordance with the regulations prepared by the Ministry of National Education.
7. "Anatolian Teachers Training High Schools" with intensive foreign language courses and education period of four years as preparatory years have been opened at the secondary level, aiming to provide flow of more qualified students to teacher education institutions. Graduates of these schools are entitled to benefit from additional points on the Student Election and Placement Examination if they choose to attend teacher education faculties.

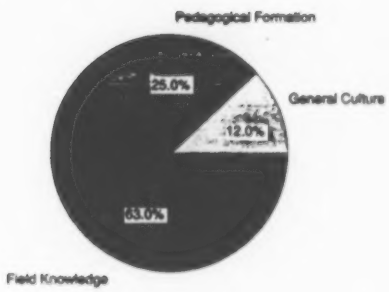
B- Brief Review of Current Teacher Education System

As was discussed in the previous sections, beginning with the 1981-1982 school year the responsibility for teacher education was transferred to the Higher Education Council. Also, after 1989, four years of higher education became a requirement for all kinds of teachers at all levels.

CURRENT TEACHER EDUCATION SYSTEM



Students graduated from different types of high schools (general /vocational) have to pass the "University Selection and Placement Examination" to be accepted to higher education intitutions. Depending on their choices and the points they earn on this examination, they are placed in different departments of universities (see chart above).



Students who are placed in different teacher education departments of the Educational Faculties are prepared for the teaching profession through courses mainly in three different fields: a) Knowledge and skill on general culture(approximately covers 12% of the curriculum) b) Special field knowledge (approximately covers 63% of the curriculum) c) Pedagogical formation and methodology (approximately covers 25% of the curriculum).

Achievement in basic education and prepatory training programs is measured by examination. During practical education, candidates teach under the guidance of a senior teacher. Achievement on the completion of applied training is evaluated by the guiding teacher and administrators. Those who have been successful after the required training period graduate. Teachers, among those graduated from higher education institutions of teacher education, who are selected by the Ministry of National Education are appointed as permanent teachers.

The present process of teacher education is criticized in many aspects: unbalanced ration of the three main fields of training; quality and content of the courses, and inefficiency of practical training period. Research done by the Directorate of Teacher Education, noted that the curricula of the classroom teaching department of Education Faculties did not parallel the curricula of primary education. The need for adequate studies regarding learning-teaching principles, curriculum models and teacher qualifications for classroom teaching departments was defined as a priority by the researchers. Work on these topics is continuing.

The Curriculum Preparation Committee is formed through cooperation between the Ministry of National Education and Higher Education Council. The draft program prepared by the Committee is sent to the universities for evaluation. Some of the suggestions for the new curricula include:

1- Total graduation periods of classroom teaching is limited to a minimum of 136 credit-hours and a maximum of 150 credit-hours, as the course load of the present curriculum was too heavy and as the total credits varied greatly between faculties.

2- In the present curriculum most courses are compulsory. There are few electives. In the new model, the percentage of elective courses is increased. It is suggested that; a curriculum of 136 credit-hours should consist of courses as 87% compulsory and 13% elective, and a curriculum of 150 credit-hours as 79% compulsory and 21% elective .

3- While determining proportions of content categories, resolutions of IX National Education Council and Teacher Education Meeting were taken into account. In present curriculum, the ration of courses are assessed in three categories. In the new curriculum, field knowledge is divided into two categories, as field knowledge and minor field, and methodology is divided into two as observation and practice teaching. Suggested weights of content categories are as follows:

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CONTENT CATEGORIES	COMPULSORY Credits/Hours	ELECTIVE Credits/Hours	TOTAL Credits/Hours	WEIGHT %
General Knowledge	40	12	52	35
Field Knowledge	40	10	50	33
Methodology	16	10	26	17
Additional Branch	14	-	14	9
Practice Teaching	8	-	8	6
TOTAL	118	32	150	100

4-It was considered that observation should be made in the 7th semester and that practice teaching should be done in the 8th semester. Thus, teacher candidates should be able to observe and practice teaching in all grades and participate in administrative, social and educational activities of schools.

Measures are taken to provide a balanced distribution of teachers at the national, local and institutional levels. Presently 456,477 teachers are on duty in training and education services of the Ministry of National Education. However, in certain regions, provinces and schools, there are some deficits. In addition, there is a need for teachers in certain branches where the amount of potential candidates graduated from Education Faculties is insufficient. To compensate for this deficit, students from other faculties (ex. Engineering, Science and Literature) are employed as teachers in areas related to their main field after they complete the necessary "Pedagogical Formation Certificate " program. Students who are considering becoming teachers can take the necessary courses for the "Pedagogical Formation Certificate" in addition to their major field courses during the undergraduate period. Also the "Pedagogical Formation Certificate" can be earned after graduating from higher education by attending the programs opened by some Educational Faculties. The primary criteria to initiate these programs are determined by the regulations of MNE, and the universities must get approval from the MNE before beginning the programs.

At present, the same "Pedagogical Formation Certificate" program is applied to primary and secondary level teacher education candidates from other faculties. Candidates who have applied to working in the schools under the MNE are to take basic preparation courses. The total term of such education requires approximately 24 credit-hours . The "Pedagogical Formation Certificate" program consists of courses as follows:

-Introduction to Educational Science
-Educational Psychology
-Educational Sociology
-Measurement and Evaluation in Education
-General Instructional Methods
-Special Instructional Methods (Field Practice)
-Educational Administration (Elective)
-Counseling in Education (Elective)
-Educational Philosophy (Elective)

As seen from the list of courses above, the curriculum is not appropriate for all levels of teacher education. It is especially insufficient for classroom teacher education. Primary level teaching is different from secondary level branch teaching in many aspects. Therefore, a new pedagogical formation program for the primary education level must be structured. "Primary Education Formation Certificate" programs should

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consist of method courses such as : Teaching Primary Reading-Writing, Teaching Math, Teaching Social Sciences, and Teaching Science. The current "Pedagogical Formation Certificate" program is insufficient for primary level teacher education, eventhough most of the candidates are hired as classroom teachers after completing the program. This problem is exacerbated by the fact that Education Faculties of different universities and Ministry of National Education are presently working in collaboration with the universities to restructure a new certificate program for "Primary Teacher Formation Certificate".

C- In-service Teacher Education

In-service training is arranged in accordance with "Regulations of In-service Training and In-service Training Centers" of the MNE. The purpose of the Regulations is "to determine the principles, objectives, planning, evaluation and management of training activities to be performed in order to provide all kinds of in-service training of personnel working at MNE's central and provincial organizations".

All kinds of in-service teacher education activities were planned by the MNE until 1995, when the provincial administrations were also authorized to organize such activities locally.

Total amount of in-service training activities executed during 1995 is as follows:

	Central	Local	TOTAL
Activity	412	526	938
Person Attending	33934	50806	84740

One of the most extensive in-service training activities in the last few years is designed for the teachers who have graduated from 2-3 year higher education institutes. Completion programs for higher graduate degrees were realized through collaboration of universities. The total amount of preschool, classroom and branch teachers participating in this program is 56847.

Depending on the flow of science and information all through the world, continuous and quality training of in-service teachers became a necessity, even more important than pre-service training in Turkey at present, although many in-service activities in different fields are applied, it is not seen as adequate in quality and quantity in order to institutionalize in-service teacher education activities, work is being done under following topics:

1-Training teaching staff through in-service activities and enhancing their academic achievement.

2-Variation and enrichment of in-service program types with subjects such as measurement and evaluation, communication and interaction, motivation, rewards, calligraphy, educational methods, language teaching, educational technology.

3-Continuity of education and training in some specific in-service programs

4-Provision of buildings, materials and equipment and formation of financial sources.

5-Planning to expand in-service training to private institutions.

III- PROBLEMS AND OBSTACLES ENCOUNTERED IN THE DEVELOPMENT-EFFORTS TO RESTRUCTURE THE EDUCATION SYSTEM

In the first part of this section, general problems related to the education system of Turkey is discussed in relation to it is effect on teacher education. Estimates about the system, research, and projects going on with the goal of long-term remedies are explained in the second part.

A- The Necessity of Restructuring: Problems and Obstacles

Education in Turkey is the priority sector for the near future. Estimates are being made for increasing the resources allocated to education, with the aim of training the needed manpower and utilizing private sector resources for education. However, there are still many problems to solve, and efforts are needed from all sectors related to education.

-The social status of teachers is not appropriate in consideration with the importance of the teaching professions. Short term solutions for covering the deficits of teachers and teaching staff as to employ graduates of other faculties, especially those of ones with no professional qualification, affects the quality of and perceptions about the teaching profession in a negative way.

-The teaching profession demands more responsibility and work than some other public employees who are working under better financial conditions. Further, teachers get fewer benefits than other public employees do.

-Depending on the social and economic status, the teaching is not usually preferred by highly qualified students. Even the student candidates willing to meet the necessities of being a teacher lose their motivation during the training period, especially in some branches such as primary education, which in turn affects their level of aspiration.

-Physical conditions such as insufficiency of resources allocated to education at all levels, education in double shifts, and crowded classes, especially in large cities due to population increases, and internal-external migrations limit the development of education and affect the efficiency of teachers.

-The "information era" requires individuals to problem solving skills. Therefore, contemporary education rely heavily on the constructivist view on instructional methods, developing strategic learners with problem solving skills and contemporary techniques for measuring achievement. However,child education practices in Turkey still rely on traditional instruction methods. Cultural substructure, together with the exam based structure of the education system, brings forth knowledge as the main criterion and teacher as the primary source of transferring knowledge. Curriculum at all levels is heavy, and achievement is an important aspect for all required courses.

Developing a new model for teaching and teacher education is considered one of the most important problems in this sense. Changing the definition, classification and evaluation criterion of "qualified teaching" is seen as an important source for enhancing the motivation and self-esteem of teachers.

-Preparationg for the teaching profession is provided through general culture, specific field education and pedagogical formation. Field experience is a very important part of the curriculum for preparing candidate teachers to the necessities of the profession. This requires a well developed collaboration and shared responsibilities between the universities and practice schools. The present content and application procedure of field practice is still not enough to meet the demands and work is going on to improve the curriculum altogether.

-The "Pedagogical Formation Certificate" is required for graduates of other faculties to be hired as teachers. The current "Pedagogical Formation Certificate" program is the same for both the primary and secondary levels. However, the teacher education for the primary level requires different and special types of courses which are not covered by the present program. When it is considered that most of the graduates of the program are employed as "classroom teachers", the insufficiency of the "Pedagogical Formation Certificate" becomes more evident.

-The substructure of the teacher education departments still have many limitations that affect the quality of the output. Restrictions on and inadequacy of qualified instructors, instructional technology, equipment and even buildings and classrooms affect the instruction in a negative way.

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-As noted earlier, Turkey has an important problem with deficits in the number of teachers and teaching staff. The problem is caused by not only the quantity but also the imbalanced distribution of teachers in regions, schools, and branches, resulting in disequilibrium of educational opportunities.

-The deficits in the financing of education are another problem area. Resources allocated to education and the distribution of them are determined as to increase the quality of education and training in formal and non-formal education institutions, taking into the consideration the need for manpower in the country and the relationship between the manpower and employment. The Ministry, considering the fact that education development and progressiveness are indicators which complement and identify each other, has paid great importance to educational investment.

Despite the fact that share of the National Education Budget in the general budget has been increased in recent years, the need for more buildings, facilities and teachers inherited from past years combined with increasing number of students, requires more increase in the share. The share of educational income in the GNP according to years is: 2.92% in 1989, 5.08% in 1991, 6.06% in 1993 and 4.67% in 1995. This deficiency limits the required development of educational institutes, and also the life quality of teachers.

-In a era with high speed of knowledge and technology flow, the continuous development of teachers is more of a necessity than ever. The lifelong learning opportunity of teachers affects the quality of instruction together with the motivation and efficiency of teacher. MNE, relating the importance of teacher development, is structuring many in-service activities in different fields every year. However, the percentage of teachers participating in these activities has not reached the desired level. A much more important problem occurs during the process of spreading the skills and knowledge gained by the participants to other colleagues. The limitations of the process restrict the advantages of in-service activities.

The need for a better institutionalization of in-service training which enhances the continuous and wavelike spreading of knowledge between universities, schools, and teachers is an important problem.

-Utilization and expansion of new technologies in education is not achieving a satisfactory level, especially the problems that software programs cannot be developed as required, some of the teachers who are trained in this field are not sufficiently qualified, and some of them being appointed to schools with no computer laboratories . This affects the expected benefit from computer-aided education in a negative way.

B-Efforts to Restructure the System

Turkey possess a young population. It is expected that the 15-16 age group's share within the total population will increase in the coming years. Investments made in human resource are considered the most productive ones where young and dynamic population structure exists, and thus, a rapid and stable economic growth and social development will be effected.

All usable possibilities will be mobilized for developing sources at all ages from pre-school age up to retirement age, along with improvement and expansion of education at all levels. Because of the country's internal dynamics and relations with developed countries, a general consensus has been reached that an overall change should be considered as a necessity in the structures, organizations and interval operation of our schools and education institutes.

The Ministry of National Education is intensively working on solutions for problems and obstacles which eliminate the aimed development. Following topics are under examination in order to reconstruct The National Education System in conformity with social, scientific and technological developments of the next century:

-Primary Education Orientation.

-Reconstruction in Secondary Education.

-Rearrangement of Transition of Higher Education
-Meeting the Educational Needs of the Society Continuously
-Finance of the Education System.

The Ministry of National Education and the Higher Education Council, in connection with other countries and international organizations in the field of training, is conducting many research projects. The next section explains projects, research, and other work going on related to the development effort.

National Education Development Project (NEDP)

The aim of the project is to promote quality of education and training services. Financial support has been provided amounting to 177 million US Dollars, 90 million of which is received from the World Bank and 87 million which is provided by Turkish government.

The following research studies were carried out within this project:

1-Education-Training Equipment Inventory Research:

The purpose of the research is to make inventories on existing course materials and equipment used in physics, chemistry and biology and laboratory, mathematics and social science courses, social and science knowledge and mathematics at the primary level and to examine to what extent these are used.

2- Research on School Maps:

The purpose of the research is to determine population changes between the years of 1980-1990, enrollment of students by regions, classes, and sexes; distribution by urban, rural areas; and rates of children and young population.

3- Teachers Evaluation Research:

The purpose of this research is to get information on the criteria which can be used in the evaluation of teachers' performance evaluation of behaviors of teachers with respect to their performances, and the effects of such evaluation on their professional development.

4- Research on Science Laboratories:

In this research, suitability of teachers demonstrations in junior high schools and student laboratory work in science education is examined.

5- Research on Analysis of Teaching Burden:

It is aimed to find out the teaching burden of teachers in order to develop on employment policy and strategy for benefiting from teachers in a more effective and productive way.

6- Research on In-Service Training as a Cause of Promotion:

This research, attemps to specify what types of awards can be attractive for teachers participating in in-service training, and to establish a system of remuneration which will motivate teachers to undertake the responsibility for their personal professional development.

Basic Education Project

The purpose of this project is to increase the quality in basic education, to support teaching programs with materials and equipment, and to heighten the quality and quantity of personnel in charge of primary education field. It is contemplated to spend 2 billion 300 million US dollars. The project was considered in four steps and each step will last five years. It is also aimed to increase attendance and enrollment in schools, education of children who have special needs with normal students, to make communities conscious toward education, and to expand eigh years compulsory primary education depending on this project.

Non-Formal Vocational Training Project

This project covers the training of teachers in apprenticeship, vocational and technical education institutions abroad, and at home through in-service training and developing programs and modular programs. Financing of the project is provided jointly by the World Bank (52 million US Dollars) and by the Turkish Government (12.6 million US Dollars). 194 institutions acquired revolving funds and work is completed in 13 professional branches.

Industrial School Projects

The project is carried out in the scope of loan agreements with World Bank. The purpose of the project is to equip the workshops and laboratories in industrial technical education schools and institutions; to take teachers in technical fields to foreign language courses and field training at home and abroad; to improve teaching programs; and to prepare teaching materials and books.

Presently equipment and machinery have been provided for 253 industrial vocational high school, 42 foreign technical course books have been translated, and 21 computer laboratories have been established in 200 Industrial Vocational Schools.

Besides these projects, research on different topics are going on and some are completed. Examples of these researchs are named briefly:

-Work on the Provision of Democratic Participation of Individuals to Educational Applications
-Research on Skill Development in Schools and Work Places
-Research on Follow up to Graduates of Technical Training Faculties
-Research on Problems Faced in Vocational and Technical Training
-Research on High Schools with Multi-Curricula

IV- SUGGESTIONS

The final section of this paper consists of suggestions directly or indirectly related with the alternative remedies for the problems of the system:

-The capasity of the Education Faculties must increase to prevent hiring of unqualified individuals into the teaching profession.

-The teacher education faculties must be supported in many aspects. The qualification of instructors must continuously be improved, and departments must be enriched with equipment, documents and technology. Curriculum should be revised periodically to meet the changing demands of the education system. New instructional materials, especially for methodology courses, must be prepared.

-Continuance of preparation of primary education programs within an eight-year integrity, development of teacher guide books, and student materials suitable for such programs must be completed in the near future.

-Candidates must be prepared for the teaching profession with high level skill such as problem solving, analysis, and synthesis. Teacher candidates must also gain a better knowledge about the usage of new instruction methods and technology in classroom settings, and ability to use their knowledge and skills in according to the necessities of the regions they teach.

-Traditional assessment techniques must be replaced with contemporary ones. Teachers must be equipped with skills which help to determine personal interests, needs and skills of students, and to guide them accordingly. Especially, techniques (such as portfolio assessment) which are sufficient to recognize the

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development of students in various ways and that enhance active teaching-learning processes must be given more importance in teacher educations.

-To eliminate the problem of accumulation at the university entrance level, beginning with the primary level, a well-structured quidance system must be constructed. Primary education second level (junior high school) must be used effeciently to recognize the different orientations, skills, and interests of the students and to direct them to various vocational schools at high school level. Teachers must be supported with a better knowledge and skills to recognize differences between their students, to guide them in accordance with their development, and to work in collaboration with the guidance staff.

-Collaboration between teacher education faculties and practice schools must be institutionalized, to the common advantage of all participants. This collaboration, with the main goal of creating better opportunities for pre-service teachers, will also help the instructors to combine theory and practice while providing teachers with some opportunities to acquire new knowledge and technology developed mainly by the universities.

-Opportunities provided by instructional technology and distance education must be used in a more effective way to enhance communication opportunities between teaching staff.

-In service activities must be in continuous development, depending on the changing needs of the teaching staff. Teachers of "pilot schools", where application and evaluation of new techniques in different areas are used, can be used as "transfer agent" to help to apply the new information to other schools. By a well-structured system of collaboration between universities and schools, new information and techniques in education can spread more effectively.

-We should insist upon "researcher teacher" concept. Teachers who search for opportunities to develop must be supported.A new graduate program structure can be organized for teachers who want to continue on higher education. This may develop an oppurtunity for teaching staff to renew their knowledge and skills, and enhance the motivation for teaching.

-Social, psychological, vocational, and economic problems of teaching profession must be analized realisticly. Work going on to find remedies for these problems should be kept outside of political concerns.

-Evaluation of the new curriculum prepared for primary level, also work on structuring "Primary Education Formation Certificate" must be accelerated.

-Evaluation must be an obligation, for every step and element of the work going on, for restructuring the education system of Turkey.

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